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MIDCAREER COURSE NO. 18

COURSE REPORT

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Midcareer Executive Development Course (MEDC) No. 18

COURSE REPORT

General Observations

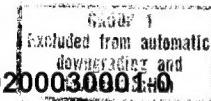
Midcareer Executive Development Course (MEDC) No. 18 completed its six-weeks' training between 13 October 1968 and 22 November 1968, winning high student praise characteristic of previous runnings -- "great" ... "tremendous" ... "rewarding" ... and "an 'eye-opener' essential to middle managers in the Agency." The class seemed quieter and possibly more serious than its predecessor; while the students did not seem to show the same over-all class esprit and exuberance as did the 17th MEDC, the Midcareerists were most cooperative and very much interested in the training program.

The 35-member class, the largest to date, came from the following components -- 2 from the Office of the Director, 7 from the DDI, 4 from the DDS&T, 14 from the DDP, and 8 from the DDS. One CS student had to drop out after the first week, but he was replaced by another Midcareerist from the same component who joined the class in the early part of the second week. About two-thirds of the class were GS-13's, and the remaining third in the GS-14 category. The length of Agency service of the class members ranged from 3 to 30, and the student ages from 27 to 51.

Opening and Conclusion

MEDC No. 18 was fortunate to have the traditional impressive opening and conclusion with both Mr. Helms and Admiral Taylor meeting the class. On 9 October 1968 in the Headquarters USIB Conference Room, the new class heard the Deputy Director give an excellent discussion of current Agency developments and problems and emphasize the opportunities of the forthcoming Midcareer Course. On 22 November 1968, the final day of the Course, the

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Director personally met with the class, candidly discussed a host of student questions regarding the Agency and its relationship to the rest of Government, and expressed the hope that the value of the training would show up in the Midcareerists' future assignments. Prior to the concluding appearance of Mr. Helms, the class heard an informal commencement talk by Mr. Gordon Gray--former Special Assistant for National Security Affairs under Presidents Truman and Eisenhower. The former White House Staff Assistant underlined the importance of intelligence to the nation's security.

Planning for the Course

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Phases I and II

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The first three weeks of the 18th running, at [redacted] went off well, aided by the usual good support from the [redacted] and the additional bonus of fine fall weather. Phase I (the Managerial Grid), under the direction of [redacted] occupied the initial week and was well-received by the Midcareerists. The team activities of this first week had the usual benefit beyond that of the management training itself in 'breaking the ice' for the students of the various Agency components and in helping them get acquainted with one another. The Agency portion of Phase II, during the second and third weeks at [redacted] moved from the wide range discussion on problems facing the Intelligence Community generally to formal presentations, as well as informal discussion periods at [redacted] on the tasks and problems of the individual Agency components. The presentations on the

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Clandestine Services did not come through to the class this time as well as those on the DDI, DDS&T, and DDS, causing considerable disappointment among many of the students.

Most of the student individual presentations (IP's) were held at [redacted]. These individual Midcareerist presentations won the traditional class approval for providing a valuable supplement to the formal presentations of the Agency's guest speakers.

At Headquarters: Phases II and III

During the concluding portion of Phase II, which was held at Headquarters and which covered the remainder of the Agency and certain parts of the Intelligence Community, MEDC No. 18 made two trips. One was to the Biological Warfare Center at Ft. Detrick, Md. --a first for the Midcareer Class. This proved to be generally of interest to the class, but there was too much detail on subjects which did not strike the class as of major significance. Several students later wondered whether, in a subsequent running, the Ft. Detrick instructors might come to the Agency or the program be cut to half a day. As of now, the Ft. Detrick trip does not seem to warrant another schedule soon. The second trip, a repeat for the MEDC, took the class to the National Security Agency (NSA) at Ft. Meade, Md. This significant one-day briefing was opened by the Director, Lt. Gen. Marshall Carter, who stressed the importance of training and who reminded the class that as DDCI he had played a major role in starting the Midcareer Program at CIA in 1963.

Phase III (US Government and World Affairs) primarily was covered by outside academic speakers with certain key areas covered by senior Agency officers. Despite the loss of speaker time due to an intervening holiday, this portion of the course discussed the limits on US Foreign Policy, the Soviet and Communist China threats, the Middle East, Europe, Laos and Vietnam, the US war on poverty, and Congressional dynamics. Most of this Phase was held in Room 609 Magazine, which has limited facilities as a lecture room. The

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successful acquisition of a daily bus which transported most of the class between Headquarters and Magazine Building in Rosslyn was a real help to students and staff in assuring the timely running of this phase.

The Field Trip

The Field Trip at the conclusion of Phase III -- to the Strategic Air Command (SAC) at Omaha; to the 90th Missile Wing at Whiteman Air Force Base in Missouri; and to the North American Air Defense Command (NORAD) at Colorado Springs -- was both interesting and valuable for the class. With arrangements already laid on in advance, the briefings and tours went off as scheduled. The overall calibre of the briefers, the unique tours that were set up, and the warm hospitality of the military hosts on the trip made a very favorable impression on the entire group. If there was one objection the students had it was that the military had a tendency to overbrief on computer machines and systems. The class size and the limitation on the number of passengers on the plane meant that only one staff member was able to accompany the class on the field trip and help handle the many necessary travel arrangements. We hope that this situation will not be repeated. There were a few minor administrative difficulties--like the failure of the Holiday Inn at Sedalia, Missouri, to hold all the needed reservations--but the Midcareerists were generally well-pleased with the entire trip.

Student Comments

Some general student reactions might be mentioned here; the overall evaluations by the class members are detailed at the end of this report. Phase I (Managerial Grid) was considered by the students to be of definite value and interest since it provided them with some guidelines for better management practices. Phase II (Agency and Intelligence Community) was regarded as the core of the course, where the students were able to discuss with top members of the Agency current developments and problems in the various components, as well as the Agency's relationship to the rest of the Intelligence Community and the Government as a whole. Phase III, including the Field Trip, was considered the broadening element, which lifted the Midcareerist sights beyond the Agency to the problems of Government generally and

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indeed of the world. The students expressed appreciation for the over-all high calibre of the guest speakers, for the honesty and candor with which they spoke, and for the fact that they had so many opportunities to discuss issues in depth. Through the half-hour student individual presentations the Midcareerists noted the extent of the resources and experiences available within the class itself. Some commented on the fact that Midcareerists from different parts of the Agency often look at the same problem but come up with different answers. OTR was commended for "providing the facilities and the people to make the course enjoyable and informative."

Major Student Suggestions with Staff Comments

In making suggestions for improving the course, the Midcareerists invariably emphasized that these were offered in the context of their over-all appreciation of the value of the six weeks of training. Some of these might be singled out and commented upon:

(1) The usual student support was made for continuing efforts to get guest speakers who are both knowledgeable of their subjects and good speakers as well. In this connection, some students cautioned that speakers should be asked not just to take the simple "orientation route"--relying on the over-used organization chart--but instead to emphasize the management function of the various offices and components.

Comment: There is a constant effort to schedule the best possible speakers for the objectives of the course. As many of the 18th also commented, however, Midcareerists like to have direct contact with the senior officers who have the responsibility and make the decisions, and this factor sometimes outweighs mere speaking talents. Each official who comes before the MEDC class is not only given information about the course and the class, but is also urged to avoid routine organization-type briefings and emphasize current trends, developments, and problems of his component.

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(2) In the expressed disappointment over the Clandestine Services presentations generally in the 18th running, several Midcareerists suggested that the DD/P start the discussion of his component and provide a framework on which succeeding CS speakers might elaborate on the major tasks and problems facing the DDP. In particular, there was a feeling that more time should be provided to the major CS targets--the Soviet Bloc [redacted]

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Comment: As a result of meetings between OTR and CS officials following the conclusion of the 18th running, arrangements have been made in planning MEDC No. 19 to have the DD/P initiate discussion of his component and provide a framework for succeeding speakers, recognizing that at least half the class may have very limited knowledge of the DDP side of the Agency. Several new speakers have been added, and the time for discussion of the Soviet Bloc [redacted] targets has been very much extended.

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(3) Several Midcareerists wondered whether additional speakers might be obtained during Phase II from the White House Staff, the Department of State bureaus, and the FBI during Phase III on areas not covered in the 18th running.

Comment: The MEDC staff is constantly looking for additional quality presentations, offered within the limits imposed by the course. An FBI speaker will appear in the 19th, along with academic representatives on South Asia, Africa, and Latin America.

(4) Particularly as a result of the military briefings and tours, where the computer is omni-present, some members of MEDC No. 18 asked if a special computer orientation might be inserted into the course.

Comment: Discussions are being held with the OCS to see if a one- or two-hour presentation might be specially prepared for the 19th running, probably during the Phase III week.

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The three-day ADP Orientation, which is held periodically at Magazine Building, is a good one but obviously not applicable for the forthcoming class.

- (5) Other student suggestions were concerned with periodic classroom discomfort, the handling of individual student questions, extended pre-briefings for the field trip, providing more time for reading the reading kits, and offering a change of pace from the extended periods of classroom presentations.

Comment: Most of the classroom discomfort concerned Room 609 in Magazine Building--a room with distinct problems. For the 19th running, the larger Room 610, furnished with tables for writing notes, will be used.

Several Midcareerists were concerned over the fact that a few students seemed to dominate the question periods, particularly on the trips. This difficulty can probably be solved by mentioning it in the pre-briefing periods, which will be amplified over those of the last running.

More time is being inserted into the schedule for students to read the material provided for the course. Both the classified and unclassified reading kits are given to the students to take back to their offices at the end of the running.

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Plans are being made to offer a change of pace in the [redacted] informal evenings. Mr. Karamessines and [redacted] of the CS will conduct informal discussion by themselves. During another evening session, the class will be broken up, and the guest speakers that evening will hold forth in different locations in [redacted]

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Final Remarks

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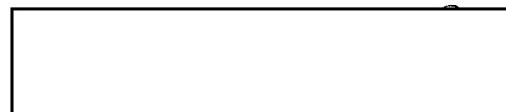
MEDC No. 18 was the first to be run under the direction of [redacted] became Registrar on 1 September 1968. Training Assistant, [redacted] who completed two excellent years with the MEDC, moved over to the School of International Communism, and she was succeeded by the equally talented [redacted]

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The MEDC staff is now in the process of scheduling, arranging, and completing plans for the forthcoming 19th running. The experience gained from administering the 18th MEDC, coupled with the guidance of the Support School management and the comments and suggestions of the Midcareerists, will very much assist the working out of final arrangements for the next six-weeks' training program.

To provide additional information about the 18th class and the reactions of the students to the recent course, the Verbatim Overall Critiques of the 18th Midcareerists are appended (Attachment A), along with a statistical data sheet on the members of the class (Attachment B).



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ATTACHMENT A

OVERALL VERBATIM COMMENTS

Thirty-four out of thirty five students wrote over-all comments. One student from ODCI/PPB was absent the last day of the course due to illness.

A. O/DCI Midcareerist

"I think it is great! There has been a considerable amount of discussion among the students as to the value of such a course and some think it is too long and others that it is too short. I think it is reasonable. I think the best thing about the course is the chance to break out of the compartmentation that is so necessary in an intelligence organization. An extended period of open discussions and close relationships with individuals from other offices was very stimulating in the framework of the course."

B. DDI Midcareerists

"A splendid six weeks. The time [redacted] is very helpful. I would extend that to four weeks and cover all of Phases I and II there. The classroom facilities at Magazine Building are very poor--especially if the speaker wants to use any briefing aids. On the whole, the course is well done." 25X1A

"It was a rich and rewarding experience, both in terms of the information presented, the trips taken and the fellow members of the Agency that it was my privilege to meet and get to know. It was good for morale, and I think the course will pay the Agency dividends in many, incalculable ways. Thank you."

"The course as a whole was tremendous! The experience has been extremely rewarding. The opportunity to receive the cross fertilization provided by a representative group of Mid-careerists from all parts of the Agency was one of the greatest pluses. The running of the course and its organization was excellent. Emphasis should be put on the various offices of the

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necessity to place great care on the selection of the candidate for the course, since it is important to provide this experience to those that will benefit most. There is no other Agency course which packs so much into so little time. It was fatiguing, and there are some soft spots, but over-all a fantastic experience."

"This is a very good course, one which however, could be made even better. Given the material, I believe the course as presently constituted is longer than need be--a not unimportant element from the point of view of Agency components who lose the services of Midcareerists for six weeks. The Grid is most useful and should be retained intact. Phase II is most useful and generally highly informative. One deficiency over which OTR has little or no control stems from the low level of some presentations. Maximum effort should be made to get good speakers who know their material and project well. In effect, several Agency components were under-represented. [redacted] 25X1A sessions were not as rewarding as they should have been. For one thing, the group was too large for the general questioning of the visiting panels. Experimentally, some thought might be given to dividing the group, perhaps in thirds, with a visitor available to each section, and then rotation; some [redacted] 25X1A time could have been given to formal presentations - or student presentations - and the course could be shortened commensurately. We have suffered from an overdose of computer discussion. If we must have this emphasis, a couple of steps might be considered. First, recognition should be made of the fact that most of us have little real knowledge on this subject. OTR might consider using some [redacted] time for a brief computer orientation (non-technical) course. Secondly, briefers might be advised that we are interested in practical application of computer to real problems, not in endless visits to mysterious rooms with big boxes. From a non-technical point of view, if you've seen one console and memory box, you've seen them all. All things considered, this is a fine course, and a rewarding experience, with a positive meaningful impact."

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"I feel that the benefits gained by the Agency and myself are profound. My participation in the course and the knowledge gained from it will surely influence any broad policy decision I may have to make in the future. Of prime importance has been the focusing upon the greatest threat to the U.S., i.e., the USSR, of information on their capabilities as well as on the resources of the Agency to collect data against them. Also, the opportunity to learn of Soviet vs U.S. capabilities to wage political "wars" as well as the respective intelligence capabilities in all, particularly in underdeveloped areas, countries of the world should benefit most members of the class."

"Starting with the presentation of the managerial grid and carrying through the presentation of the operation of the Agency, the broader political and economic problems facing this country, and finally the field trip, the midcareer course is well conceived and deserves the highest commendation. It goes a long way towards meeting its goal of deepening and broadening our understanding of CIA and its role and as such provides a better perspective for present and future operations. The organization of the course on the whole is good, though additional attention might be given the problem of duplication of presentations. Another problem that emerged increasingly as the work developed, is that of handling question and answer periods. In many instances and particularly after presentations of more parochial topics, numerous specific questions are asked of interest primarily to the questioner who is intimately involved with the topic under discussion in his regular duties. These questions, and the esoteric answers thereto, are often of little interest to the group as a whole. Indeed, the very detail presented in the answer has the tendency of degrading the more general picture given in the official presentation. Some procedure might be worked out which permits the exploration of technical topics by those immediately concerned without at the same time involving the general group."

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"The course was managed by [redacted]
[redacted] in a very professional manner. Speakers were informative and presented their material in a fashion that allowed for a relaxed atmosphere conducive to free exchange of ideas.

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Overall the arrangements for the trip and the reception at the various military installations were excellent. The only minor bit of constructive criticism that could be offered on the course would be to rearrange course parts (Part I, Part II and Part III) so that the extensive series of lecturers from Part II and Part III could be segmented. The talks were very good but there was almost too much of a good thing. Perhaps Part I could be made the 3rd week of the program. Such scheduling would break up the intensity of the impact of the many and sundry speakers. Many thanks for an excellent program."

C. DDS&T Midcareerists

"I consider the course to have been very beneficial and recommend that as many people, at the appropriate grade level, attend the course in the future. I believe I have developed new perspectives relative to the performance of my duties which will be helpful to my office and the Agency."

"I had heard before I came to the course that it was an opportunity not to be missed, and they were right. It is a truly excellent course. I am very pleased by the attention given by all levels of the Agency to make it a vital, up to date program, and I am flattered to have been selected. OTR is to be congratulated on its administration of the course, and the instructors acquitted themselves with true distinction."

"The course as a whole was very good and offered an unparalleled opportunity to team in depth from the responsible persons many of the current Agency problems and methods. I would make the following specific recommendations: Phase I - The Managerial Grid should be detached from the Midcareer Course - if offered at all it should be offered separately. It seems inherently wrong to conduct a management course largely by bringing together people who know nothing (at least from academic experience) about management science to participate in generally pointless exercises. Phase II - This is the heart of the course and should be expanded, at the expense of Phase I, to include

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some or all of the following: an introduction to electronic computers and to algorithms (for those who have not had this); a discussion of resource management and targeting priorities in the Agency-how it is decided whether to establish a new reconnaissance system, or a new field station, or to utilize human or technical resources to collect needed intelligence when both are possible-such discussion, incidentally, would be quite informative of management practices in the Agency; a presentation of collected 'open' intelligence problems just in case someone in the class should have a new, bright idea; a discussion of the Soviet intelligence services and how they operate both internally and against us. Phase III - The foreign-policy discussions were interesting but on occasion not relevant in any direct way. It would be useful to have some speakers - perhaps from the White House or from DD/R&E in DOD - talk about national objectives and how these are translated specifically into budgets to ensure that major objectives become accomplished without unnecessary duplication. The utilization of two persons as 'instructors' seemed to be an unnecessary redundancy: one introducer of guest speakers would suffice for this course. Ideally this person would take some role in guiding the discussion."

"Recommendations: (1) The concept of team problem solving be carried over to Phases I and II on an informal basis, i. e., seminar approach without formal team written presentations. (2) Phase II, drop one or two presentations and use time for team discussion on identifying issues and formulating key questions (some of which could be directed toward latter speakers in Phase II, and some of which could be directed to DCI). Phase III - More emphasis upon pre-briefing on SAC and NORAD most of which should be factual material available at the Pentagon. Eliminate all tours of automatic data processing centers, i. e., computer facilities, and use time for quick team seminars on site. Again purpose being to formulate key issues and questions of SAC and NORAD briefers, as well as DCI. The structure of course is very good. All that's needed is to tie the Phases together -- but from the viewpoint of making students exercise more intellectual discipline rather than passively soaking up the material."

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D. DDP Midcareerists

"I think this six weeks was great! For the first time in my career I was treated and exposed to other officers in Agency on an equal footing. It is this type of a course which helps build professionalism and provides a unique opportunity to broaden a man's horizons. This course should be opened to a wider range of officer's regardless of age or grade and change the name to Career Development."

"The most useful training course that I have had in my Agency career. If possible, get your reading material out to the students well in advance of the actual course so they will have the chance to read it. The course has been excellent for its frankness and honesty. The overall calibre of the speakers has been as good as one could hope to assemble."

"An excellent course which could probably be made better by trimming some of the fat. This could be done by limiting the time of some of the speakers and by holding down some of the highly personalized questions of a few students who were trying to play on upsmanship on the group. The Grid was an excellent course. To break up the monotony of long sessions of sitting and listening. Has any thought been given to the Grid between Part II and Part III. By then the students would know each other better and perhaps participate more lively in the Grid problem. Part II is the gut of the course and the area which needs the most improvement. Shorten the presentations and crank-in more speakers (take a tip from the individual presentations which in many cases came out stronger than some of the formal talks). Some of the speakers should be pre-checked to make sure they can brief rather than bore the students. Part III is an excellent chance to tie in the role of other governmental groups to the Agency. Hence, shorter talks and more varied speakers. What about getting top level management officials to address the group to really give the management emphasis to this course. The trip was very good and should be continued, but some pre-briefing would probably help us to assimilate the visits better. That we (the Agency) have lost out to missiles and computers was made obvious. I hope I don't see another computer for a few months. Also let's take a tip from the military public relation programs (we have none) and the quality of their professional briefers - get the briefing course off the shelf."

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"One can only discuss the course in superlatives. Credit is certainly due [redacted] for their untiring efforts to make this course a unique experience for each student. I would propose that future students be exposed to the Agency computer services prior to taking the field trip. This exposure, be it a three day ADP course or several days of orientation while at the Magazine Building, would better prepare one for the world of the military, which rests heavily upon computerization. Secondly, as a future manager it would give him an opportunity to evaluate this tool for use in his present or future assignments."

"This course was well administered. Schedules were kept (usually), transportation and advance planning for field trips was admirable, and the course flow was in general smooth and coordinated. This student has stressed in Phase II and III critiques that the major problem of the course is the tendency to take the line of least resistance - i.e. the 'orientation' route - rather than stress in every presentation the management function of each job or office. Only by pressing for this approach can a group such as the Midcareerists take back an optimum appreciation of the major problems facing the organization as well as the entire intelligence community. Instead of trying to cover up problems, conflicts, gaps and disputes - these areas must be brought into the open. Despite this criticism, many thanks for a tight, informative and useful course."

"There is really not much I can add to the comments re value and impact contained in my Part II and III critiques. The course was a rewarding and illuminating experience; in terms of knowledge acquired re the goals, programs and activities of the other Directorates and also the opportunity to 'interface' with Midcareerists from the other Directorates and learn from their experiences. I thought there were a few soft spots, inevitable perhaps, which I have noted in the Part II and Part III critiques, but generally speaking the course is well conceived and formatted (although I have suggested that it might be more meaningful to have Part I, the managerial grid exercise, after Part II). It must be noted that the course profits from being run by two competent, conscientious officers. In sum, a useful and broadening experience which has served, I believe, to better prepare me for the years ahead personally and institutionally."

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Comment

"I feel the course was very useful. It provided an insight into the functions of the Agency about which I was previously unaware and will, I believe, help me greatly in better understanding the functions of my component. I thought the course on the whole was well organized and well managed. Some of the material was very dull - the part about budgeting and programming, etc., and would be better placed somewhere in the beginning while the students receptivity is high. Certainly a significant gain and value was the opportunity to meet and associate with our colleagues in the other components and to learn of their functions. This was very worthwhile. Perhaps less time might be spent on viewing computer machinery. I think it would suffice for the most part to accept the fact via the lectures that computers do indeed play a significant role - a vital one - but the viewing of them adds little to the understanding of the effort. The time might be better spent by spending more time in areas where the visual impact can be better appreciated and exploited. Although the trip did not in any direct way contribute to my job nor indicate how I might do it better, but it did indicate the size and scope of the effort undertaken by another government component and has, I feel, of considerable significance. Without such a broadening opportunity one has the tendency to feel the effort of one's component or the role of the Agency is really the only significant one. Obviously this ain't so. The trip certainly is valuable for this additional perspective it provides on the collection efforts of the other government agencies and how such material and intelligence is ultimately translated into the U.S. defensive effort."

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"The MEDC is a superb concept and its execution is absolutely first rate. I regard it as the highlight of my twelve years of service with the Agency. All hands connected with its planning and execution (especially [redacted] are to be highly congratulated."

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"My experience confirmed the very high praise given to the course by previous participants. I understand that in certain directorates this course is a "must" for people of "promise." This, at least in my experience, is not the case in the DDP. Some pressure should be exerted on this Directorate to program its officers for this course in a more meaningful way. . . A vote of thanks to [redacted] for their extremely successful effort to make this course both meaningful and lots of fun."

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"The Midcareer course is a valuable and rewarding experience although relatively little of the lecture and briefing material is, or probably ever will be, immediately applicable to day-to-day performance. The participant can, improve himself from the course experience just as much (or little) as he chooses but the length, degree of concentration on critical issues, speakers, schedule, etc. seem to be well conceived and designed to be more thought provoking than strictly informative. Personally, the Midcareer Course has been a highlight in my Agency experience. The management of the course, [redacted] did an excellent job in keeping the class together and interested. Their role in the success of any course of this nature is important and both men deserve recognition."

"The course, as a whole, is appropriate for the mid-career officers. It has in my case been very beneficial and has accomplished its designed intent. I had a few comments regarding course improvements on my other Critiques, but in general I do not see how the course could be much more improved. In this last Phase I began to feel that we had an over supply of computer info, but this is not something that the course leaders can correct. It appeared that we were well received at the three places. I do not see how the travel phase could be improved."

"Excellent course in that it makes you think about other Americans and what should the role of the agency be."

"Since the course has had 17 previous runnings, all of which required extensive critiquing, it is difficult to offer constructive criticism which has not already been proposed. Obviously the course coordinators have seriously evaluated previous critiques. It is the writer's opinion that the course, as a whole, is on target."

"Excellent, highly favorable. It has broadened my insights and horizons, and inspired me to search for office problem solutions in a new way. I better appreciate the Agency's role in National affairs, and am better motivated and able to further its interests and those of the Nation. (Sounds like SOP, but I mean it, however poorly worded). Suggestions for inclusion in future classes: A visit to Naval HQS, Norfolk, for briefing and tour of submarine

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guided missile facilities. This would complement SAC and ICBM threat presentations; and a visit to an Army Nike Missile Installation, would complement NORAD presentations. The Army Guided Missile School, Ft. Bliss, Texas, might have something of value to offer in terms of developments and missile firing demonstrations."

E. DDS Midcareerists

"I considered this course to be an 'eye opener' and essential to middle managers in the Agency. Overall planning and execution were excellent. Only complaint, and this is a minor price to pay, was having to sit through a few dull briefings. These, however, did not detract from the overall high quality of the course. I am pleased to have this opportunity and would unhesitatingly recommend it to my associates."

"An informative and well balanced treatment of the Agency, Intelligence Community, and Air Defense activity. I thoroughly enjoyed all aspects of the entire running. Personally, I would have preferred an expanded Phase III to include additional outside speakers and some treatment of Latin America and Cuba. I think this could be profitably done by compacting Phase II which I feel was overdone. A visit to the [redacted] [redacted] would be most interesting to the group and would provide a valuable insight into the role of the DDP in [redacted] activity. Whiteman and Ft. Detrich could be dropped without hurting the program. The Goddard Space Center and FBI would be valuable substitutes."

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"My reaction to the course as a whole is very favorable. I feel that it could be shortened to four or five weeks at most, however. The possibility of shifting the Grid portion of the course to about the mid-point ought to be considered since it would provide a change of pace. I feel that we listened for too long a stretch and that a little fatigue settled in because of this. I feel that the possibility of having a group oral (taped or otherwise summarized) should be considered or tried. This would be valuable I believe. I do not feel that taking the Grid before anything else is necessary and this is the reason (or part of it) why I suggested above that it might be shifted to the mid-point."

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"Overall - I do consider the course excellent. The conceptual framework, organization and order of presentation, comprehensive coverage and rank of topics - all were superb. Most criticism is directed at areas where MEDC staff has little control (field trip briefings, DD/P presentations by responsible office chiefs, etc. Suggestions overall - (1) Grid at mid-point in course. Suggest 3 week Phase II at [redacted] followed by Grid. (2) Early in Part II - orientation lecture on computers - then applications considered so often in subsequent coverages would have been even more meaningful - too often I was lost in the jargon. (3) More State involvement - particularly from the diplomatic side. Also reps from Executive Branch to consider intelligence and policy-making (e.g. W. W. Rostow - his successor). (4) Possible to brief military better on our backgrounds and interests. The approaches of the military establishments to us were not consistent."

"First of all I want to commend the MEDC instructors for a job well done. They did everything possible to ensure a successful running of the program. Throughout the Program and particularly during the field trip constant mention was made of computers and their value. Since this is a new field, I would suggest that the ADP Orientation Course be included in future runnings of the Midcareer Course and that OCS give a tour of their Center - at the beginning of the Program. Whether people like computers is immaterial - the business is here to stay and some background is necessary for all of us. I would suggest that the Grid Course be given during the third week. This would break up the period of 'listening' and the subsequence loss of interest and absorption rate. All in all, I enjoyed the program very much and feel that I am now more aware of the Agency's activities and able to appreciate the contributions made by the various components. My only suggestion would be to encourage more candor. As a final point, I would suggest that a group critique session be used as well as written critiques. I believe this would result in more constructive comments."

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"This course is definitely required. It gave me a chance to see how the other half lives. My current problems are small ones now that I can comprehend the big problems. OTR is to be commended for their excellent planning of the course and a special 'well done' to both of the instructors. If this class were, by some quirk of fate, to become future spokesman and rulers of the Agency - lord help both SAC and NORAD. Again - a job well done by OTR."

"I am all for it and believe that the Course should definitely be continued. It provides the following: An appreciation of what the operating components of the Agency are doing; an updating or reorientation of the Agency's structure, functions and responsibilities; an opportunity to meet individuals of other components in an informal manner; an insight to current defense problems and procedures; an opportunity to gain a general knowledge of the other Government Agencies position, problems and relationship to our Agency; and a wonderful change of pace."

"This course is most rewarding in broadening our outlook not only in the intelligence field but presenting differing viewpoints so that we are less inclined to accept 'pat' answers. The six weeks instruction and participation will make me a better employee and I hope will repay the Agency for their investment so that they will continue this course. OTR should be commended for their providing the facilities and the people to make the course enjoyable and informative. My congratulations to [redacted] [redacted] for their diligence and patience in presenting the program."

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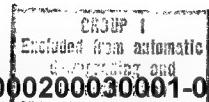
~~SECRET~~Midcareer Executive Development Course (MEDC) No. 18COURSE REPORTGeneral Observations

Midcareer Executive Development Course (MEDC) No. 18 completed its six-weeks' training between 13 October 1968 and 22 November 1968, winning high student praise characteristic of previous runnings -- "great" ... "tremendous" ... "rewarding" ... and "an 'eye-opener' essential to middle managers in the Agency." The class seemed quieter and possibly more serious than its predecessor; while the students did not seem to show the same over-all class esprit and exuberance as did the 17th MEDC, the Midcareerists were most cooperative and very much interested in the training program.

The 35-member class, the largest to date, came from the following components -- 2 from the Office of the Director, 7 from the DDI, 4 from the DDS&T, 14 from the DDP, and 8 from the DDS. One CS student had to drop out after the first week, but he was replaced by another Midcareerist from the same component who joined the class in the early part of the second week. About two-thirds of the class were GS-13's, and the remaining third in the GS-14 category. The length of Agency service of the class members ranged from 3 to 30, and the student ages from 27 to 51.

Opening and Conclusion

MEDC No. 18 was fortunate to have the traditional impressive opening and conclusion with both Mr. Helms and Admiral Taylor meeting the class. On 9 October 1968 in the Headquarters USIB Conference Room, the new class heard the Deputy Director give an excellent discussion of current Agency developments and problems and emphasize the opportunities of the forthcoming Midcareer Course. On 22 November 1968, the final day of the Course, the



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Director personally met with the class, candidly discussed a host of student questions regarding the Agency and its relationship to the rest of Government, and expressed the hope that the value of the training would show up in the Midcareerists' future assignments. Prior to the concluding appearance of Mr. Helms, the class heard an informal commencement talk by Mr. Gordon Gray--former Special Assistant for National Security Affairs under Presidents Truman and Eisenhower. The former White House Staff Assistant underlined the importance of intelligence to the nation's security.

Planning for the Course

The MEDC No. 18 program was designed to resemble closely that of the 17th running. The scheduling of speakers, as well as arrangements for the field trip, was completed prior to the class departure for the initial weeks at [redacted]. Fortunately, as it turned out, very few schedule changes proved necessary during the actual running of the course. One important adjustment was the re-scheduling at Headquarters of the presentation by the Deputy Director for Support when Mr. Bannerman was prevented from coming to the [redacted] portion of the course to initiate discussion of the Agency's support component.

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[redacted] Phases I and II

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The first three weeks of the 18th running, at [redacted] went off well, aided by the usual good support from the [redacted] and the additional bonus of fine fall weather. Phase I (the Managerial Grid), under the direction of [redacted] occupied the initial week and was well-received by the Midcareerists. The team activities of this first week had the usual benefit beyond that of the management training itself in 'breaking the ice' for the students of the various Agency components and in helping them get acquainted with one another. The Agency portion of Phase II, during the second and third weeks at [redacted] moved from the wide range discussion on problems facing the Intelligence Community generally to formal presentations, as well as informal discussion periods at [redacted] on the tasks and problems of the individual Agency components. The presentations on the

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Clandestine Services did not come through to the class this time as well as those on the DDI, DDS&T, and DDS, causing considerable disappointment among many of the students.

Most of the student individual presentations (IP's) were held at [redacted]. These individual Midcareerist presentations won the traditional class approval for providing a valuable supplement to the formal presentations of the Agency's guest speakers.

At Headquarters: Phases II and III

During the concluding portion of Phase II, which was held at Headquarters and which covered the remainder of the Agency and certain parts of the Intelligence Community, MEDC No. 18 made two trips. One was to the Biological Warfare Center at Ft. Detrick, Md. --a first for the Midcareer Class. This proved to be generally of interest to the class, but there was too much detail on subjects which did not strike the class as of major significance. Several students later wondered whether, in a subsequent running, the Ft. Detrick instructors might come to the Agency or the program be cut to half a day. As of now, the Ft. Detrick trip does not seem to warrant another schedule soon. The second trip, a repeat for the MEDC, took the class to the National Security Agency (NSA) at Ft. Meade, Md. This significant one-day briefing was opened by the Director, Lt. Gen. Marshall Carter, who stressed the importance of training and who reminded the class that as DDCI he had played a major role in starting the Midcareer Program at CIA in 1963.

Phase III (US Government and World Affairs) primarily was covered by outside academic speakers with certain key areas covered by senior Agency officers. Despite the loss of speaker time due to an intervening holiday, this portion of the course discussed the limits on US Foreign Policy, the Soviet and Communist China threats, the Middle East, Europe, Laos and Vietnam, the US war on poverty, and Congressional dynamics. Most of this Phase was held in Room 609 Magazine, which has limited facilities as a lecture room. The

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successful acquisition of a daily bus which transported most of the class between Headquarters and Magazine Building in Rosslyn was a real help to students and staff in assuring the timely running of this phase.

The Field Trip

The Field Trip at the conclusion of Phase III -- to the Strategic Air Command (SAC) at Omaha; to the 90th Missile Wing at Whiteman Air Force Base in Missouri; and to the North American Air Defense Command (NORAD) at Colorado Springs -- was both interesting and valuable for the class. With arrangements already laid on in advance, the briefings and tours went off as scheduled. The overall calibre of the briefers, the unique tours that were set up, and the warm hospitality of the military hosts on the trip made a very favorable impression on the entire group. If there was one objection the students had it was that the military had a tendency to overbrief on computer machines and systems. The class size and the limitation on the number of passengers on the plane meant that only one staff member was able to accompany the class on the field trip and help handle the many necessary travel arrangements. We hope that this situation will not be repeated. There were a few minor administrative difficulties--like the failure of the Holiday Inn at Sedalia, Missouri, to hold all the needed reservations--but the Midcareerists were generally well-pleased with the entire trip.

Student Comments

Some general student reactions might be mentioned here; the overall evaluations by the class members are detailed at the end of this report. Phase I (Managerial Grid) was considered by the students to be of definite value and interest since it provided them with some guidelines for better management practices. Phase II (Agency and Intelligence Community) was regarded as the core of the course, where the students were able to discuss with top members of the Agency current developments and problems in the various components, as well as the Agency's relationship to the rest of the Intelligence Community and the Government as a whole. Phase III, including the Field Trip, was considered the broadening element, which lifted the Midcareerist sights beyond the Agency to the problems of Government generally and

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indeed of the world. The students expressed appreciation for the over-all high calibre of the guest speakers, for the honesty and candor with which they spoke, and for the fact that they had so many opportunities to discuss issues in depth. Through the half-hour student individual presentations the Midcareerists noted the extent of the resources and experiences available within the class itself. Some commented on the fact that Midcareerists from different parts of the Agency often look at the same problem but come up with different answers. OTR was commended for "providing the facilities and the people to make the course enjoyable and informative."

Major Student Suggestions with Staff Comments

In making suggestions for improving the course, the Midcareerists invariably emphasized that these were offered in the context of their over-all appreciation of the value of the six weeks of training. Some of these might be singled out and commented upon:

(1) The usual student support was made for continuing efforts to get guest speakers who are both knowledgeable of their subjects and good speakers as well. In this connection, some students cautioned that speakers should be asked not just to take the simple "orientation route"--relying on the over-used organization chart--but instead to emphasize the management function of the various offices and components.

Comment: There is a constant effort to schedule the best possible speakers for the objectives of the course. As many of the 18th also commented, however, Midcareerists like to have direct contact with the senior officers who have the responsibility and make the decisions, and this factor sometimes outweighs mere speaking talents. Each official who comes before the MEDC class is not only given information about the course, and the class, but is also urged to avoid routine organization-type briefings and emphasize current trends, developments, and problems of his component.

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(2) In the expressed disappointment over the Clandestine Services presentations generally in the 18th running, several Midcareerists suggested that the DDP start the discussion of his component and provide a framework on which succeeding CS speakers might elaborate on the major tasks and problems facing the DDP. In particular, there was a feeling that more time should be provided to the major CS targets--the Soviet Bloc [redacted]

Comment: As a result of meetings between OTR and CS officials following the conclusion of the 18th running, arrangements have been made in planning MEDC No. 19 to have the DDP initiate discussion of his component and provide a framework for succeeding speakers, recognizing that at least half the class may have very limited knowledge of the DDP side of the Agency. Several new speakers have been added, and the time for discussion of the Soviet Bloc [redacted] targets has been very much extended.

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(3) Several Midcareerists wondered whether additional speakers might be obtained during Phase II from the White House Staff, the Department of State bureaus, and the FBI during Phase III on areas not covered in the 18th running.

Comment: The MEDC staff is constantly looking for additional quality presentations, offered within the limits imposed by the course. An FBI speaker will appear in the 19th, along with academic representatives on South Asia, Africa, and Latin America.

(4) Particularly as a result of the military briefings and tours, where the computer is omni-present, some members of MEDC No. 18 asked if a special computer orientation might be inserted into the course.

Comment: Discussions are being held with the OCS to see if a one- or two-hour presentation might be specially prepared for the 19th running, probably during the Phase III week.

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(2) In the expressed disappointment over the Clandestine Services presentations generally in the 18th running, several Midcareerists suggested that the DD/P start the discussion of his component and provide a framework on which succeeding CS speakers might elaborate on the major tasks and problems facing the DDP. In particular, there was a feeling that more time should be provided to the major CS targets--the Soviet Bloc [redacted]

Comment: As a result of meetings between OTR and CS officials following the conclusion of the 18th running, arrangements have been made in planning MEDC No. 19 to have the DD/P initiate discussion of his component and provide a framework for succeeding speakers, recognizing that at least half the class may have very limited knowledge of the DDP side of the Agency. Several new speakers have been added, and the time for discussion of the Soviet Bloc [redacted] targets has been very much extended.

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(4) Particularly as a result of the military briefings and tours, where the computer is omni-present, some members of MEDC No. 18 asked if a special computer orientation might be inserted into the course.

Comment: Discussions are being held with the OCS to see if a one- or two-hour presentation might be specially prepared for the 19th running, probably during the Phase III week.

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The three-day ADP Orientation, which is held periodically at Magazine Building, is a good one but obviously not applicable for the forthcoming class.

(5) Other student suggestions were concerned with periodic classroom discomfort, the handling of individual student questions, extended pre-briefings for the field trip, providing more time for reading the reading kits, and offering a change of pace from the extended periods of classroom presentations.

Comment: Most of the classroom discomfort concerned Room 609 in Magazine Building--a room with distinct problems. For the 19th running, the larger Room 610, furnished with tables for writing notes, will be used.

Several Midcareerists were concerned over the fact that a few students seemed to dominate the question periods, particularly on the trips. This difficulty can probably be solved by mentioning it in the pre-briefing periods, which will be amplified over those of the last running.

More time is being inserted into the schedule for students to read the material provided for the course. Both the classified and unclassified reading kits are given to the students to take back to their offices at the end of the running.

Plans are being made to offer a change of pace in the [redacted] informal evenings. Mr. Karamessines and [redacted] of the CS will conduct informal discussion by themselves. During another evening session, the class will be broken up, and the guest speakers that evening will hold forth in different locations in [redacted]

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Final Remarks

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MEDC No. 18 was the first to be run under the direction of [redacted] became Registrar on 1 September 1968. Training Assistant, [redacted] who completed two excellent years with the MEDC, moved over to the School of International Communism, and she was succeeded by the equally talented [redacted]

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The MEDC staff is now in the process of scheduling, arranging, and completing plans for the forthcoming 19th running. The experience gained from administering the 18th MEDC, coupled with the guidance of the Support School management and the comments and suggestions of the Midcareerists, will very much assist the working out of final arrangements for the next six-weeks' training program.

To provide additional information about the 18th class and the reactions of the students to the recent course, the Verbatim Overall Critiques of the 18th Midcareerists are appended (Attachment A), along with a statistical data sheet on the members of the class (Attachment B).



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ATTACHMENT A

OVERALL VERBATIM COMMENTS

Thirty-four out of thirty five students wrote over-all comments. One student from ODCI/PPB was absent the last day of the course due to illness.

A. O/DCI Midcareerist

"I think it is great! There has been a considerable amount of discussion among the students as to the value of such a course and some think it is too long and others that it is too short. I think it is reasonable. I think the best thing about the course is the chance to break out of the compartmentation that is so necessary in an intelligence organization. An extended period of open discussions and close relationships with individuals from other offices was very stimulating in the framework of the course."

B. DDI Midcareerists

"A splendid six weeks. The time [redacted] is very helpful. I would extend that to four weeks and cover all of Phases I and II there. The classroom facilities at Magazine Building are very poor--especially if the speaker wants to use any briefing aids. On the whole, the course is well done."

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"It was a rich and rewarding experience, both in terms of the information presented, the trips taken and the fellow members of the Agency that it was my privilege to meet and get to know. It was good for morale, and I think the course will pay the Agency dividends in many, incalculable ways. Thank you."

"The course as a whole was tremendous! The experience has been extremely rewarding. The opportunity to receive the cross fertilization provided by a representative group of Mid-careerists from all parts of the Agency was one of the greatest pluses. The running of the course and its organization was excellent. Emphasis should be put on the various offices of the

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necessity to place great care on the selection of the candidate for the course, since it is important to provide this experience to those that will benefit most. There is no other Agency course which packs so much into so little time. It was fatiguing, and there are some soft spots, but over-all a fantastic experience."

"This is a very good course, one which however, could be made even better. Given the material, I believe the course as presently constituted is longer than need be--a not unimportant element from the point of view of Agency components who lose the services of Midcareerists for six weeks. The Grid is most useful and should be retained intact. Phase II is most useful and generally highly informative. One deficiency over which OTR has little or no control stems from the low level of some presentations. Maximum effort should be made to get good speakers who know their material and project well. In effect, several Agency components were under-represented. [redacted] sessions were not as rewarding as they should have been. For one thing, the group was too large for the general questioning of the visiting panels. Experimentally, some thought might be given to dividing the group, perhaps in thirds, with a visitor available to each section, and then rotation; some [redacted] time could have been given to formal presentations - or student presentations - and the course could be shortened commensurately. We have suffered from an overdose of computer discussion. If we must have this emphasis, a couple of steps might be considered. First, recognition should be made of the fact that most of us have little real knowledge on this subject. OTR might consider using some [redacted] time for a brief computer orientation (non-technical) course. Secondly, briefers might be advised that we are interested in practical application of computer to real problems, not in endless visits to mysterious rooms with big boxes. From a non-technical point of view, if you've seen one console and memory box, you've seen them all. All things considered, this is a fine course, and a rewarding experience, with a positive meaningful impact."

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"I feel that the benefits gained by the Agency and myself are profound. My participation in the course and the knowledge gained from it will surely influence any broad policy decision I may have to make in the future. Of prime importance has been the focusing upon the greatest threat to the U.S., i.e., the USSR, of information on their capabilities as well as on the resources of the Agency to collect data against them. Also, the opportunity to learn of Soviet vs U.S. capabilities to wage political "wars" as well as the respective intelligence capabilities in all, particularly in underdeveloped areas, countries of the world should benefit most members of the class."

"Starting with the presentation of the managerial grid and carrying through the presentation of the operation of the Agency, the broader political and economic problems facing this country, and finally the field trip, the midcareer course is well conceived and deserves the highest commendation. It goes a long way towards meeting its goal of deepening and broadening our understanding of CIA and its role and as such provides a better perspective for present and future operations. The organization of the course on the whole is good, though additional attention might be given the problem of duplication of presentations. Another problem that emerged increasingly as the work developed, is that of handling question and answer periods. In many instances and particularly after presentations of more parochial topics, numerous specific questions are asked of interest primarily to the questioner who is intimately involved with the topic under discussion in his regular duties. These questions, and the esoteric answers thereto, are often of little interest to the group as a whole. Indeed, the very detail presented in the answer has the tendency of degrading the more general picture given in the official presentation. Some procedure might be worked out which permits the exploration of technical topics by those immediately concerned without at the same time involving the general group."

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"The course was managed by [redacted]
[redacted] in a very professional manner. Speakers were informative and presented their material in a fashion that allowed for a relaxed atmosphere conducive to free exchange of ideas.

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Overall the arrangements for the trip and the reception at the various military installations were excellent. The only minor bit of constructive criticism that could be offered on the course would be to rearrange course parts (Part I, Part II and Part III) so that the extensive series of lecturers from Part II and Part III could be segmented. The talks were very good but there was almost too much of a good thing. Perhaps Part I could be made the 3rd week of the program. Such scheduling would break up the intensity of the impact of the many and sundry speakers. Many thanks for an excellent program."

C. DDS&T Midcareerists

"I consider the course to have been very beneficial and recommend that as many people, at the appropriate grade level, attend the course in the future. I believe I have developed new perspectives relative to the performance of my duties which will be helpful to my office and the Agency."

"I had heard before I came to the course that it was an opportunity not to be missed, and they were right. It is a truly excellent course. I am very pleased by the attention given by all levels of the Agency to make it a vital, up to date program, and I am flattered to have been selected. OTR is to be congratulated on its administration of the course, and the instructors acquitted themselves with true distinction."

"The course as a whole was very good and offered an unparalleled opportunity to team in depth from the responsible persons many of the current Agency problems and methods. I would make the following specific recommendations: Phase I - The Managerial Grid should be detached from the Midcareer Course - if offered at all it should be offered separately. It seems inherently wrong to conduct a management course largely by bringing together people who know nothing (at least from academic experience) about management science to participate in generally pointless exercises. Phase II - This is the heart of the course and should be expanded, at the expense of Phase I, to include

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some or all of the following: an introduction to electronic computers and to algorithms (for those who have not had this); a discussion of resource management and targeting priorities in the Agency-how it is decided whether to establish a new reconnaissance system, or a new field station, or to utilize human or technical resources to collect needed intelligence when both are possible-such discussion, incidentally, would be quite informative of management practices in the Agency; a presentation of collected 'open' intelligence problems just in case someone in the class should have a new, bright idea; a discussion of the Soviet intelligence services and how they operate both internally and against us. Phase III - The foreign-policy discussions were interesting but on occasion not relevant in any direct way. It would be useful to have some speakers - perhaps from the White House or from DD/R&E in DOD - talk about national objectives and how these are translated specifically into budgets to ensure that major objectives become accomplished without unnecessary duplication. The utilization of two persons as 'instructors' seemed to be an unnecessary redundancy: one introducer of guest speakers would suffice for this course. Ideally this person would take some role in guiding the discussion."

"Recommendations: (1) The concept of team problem solving be carried over to Phases I and II on an informal basis, i. e., seminar approach without formal team written presentations. (2) Phase II, drop one or two presentations and use time for team discussion on identifying issues and formulating key questions (some of which could be directed toward latter speakers in Phase II, and some of which could be directed to DCI). Phase III - More emphasis upon pre-briefing on SAC and NORAD most of which should be factual material available at the Pentagon. Eliminate all tours of automatic data processing centers, i. e., computer facilities, and use time for quick team seminars on site. Again purpose being to formulate key issues and questions of SAC and NORAD briefers, as well as DCI. The structure of course is very good. All that's needed is to tie the Phases together -- but from the viewpoint of making students exercise more intellectual discipline rather than passively soaking up the material."

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D. DDP Midcareerists

"I think this six weeks was great! For the first time in my career I was treated and exposed to other officers in Agency on an equal footing. It is this type of a course which helps build professionalism and provides a unique opportunity to broaden a man's horizons. This course should be opened to a wider range of officer's regardless of age or grade and change the name to Career Development."

"The most useful training course that I have had in my Agency career. If possible, get your reading material out to the students well in advance of the actual course so they will have the chance to read it. The course has been excellent for its frankness and honesty. The overall calibre of the speakers has been as good as one could hope to assemble."

"An excellent course which could probably be made better by trimming some of the fat. This could be done by limiting the time of some of the speakers and by holding down some of the highly personalized questions of a few students who were trying to play on upmanship on the group. The Grid was an excellent course. To break up the monotony of long sessions of sitting and listening. Has any thought been given to the Grid between Part II and Part III. By then the students would know each other better and perhaps participate more lively in the Grid problem. Part II is the gut of the course and the area which needs the most improvement. Shorten the presentations and crank-in more speakers (take a tip from the individual presentations which in many cases came out stronger than some of the formal talks). Some of the speakers should be pre-checked to make sure they can brief rather than bore the students. Part III is an excellent chance to tie in the role of other governmental groups to the Agency. Hence, shorter talks and more varied speakers. What about getting top level management officials to address the group to really give the management emphasis to this course. The trip was very good and should be continued, but some pre-briefing would probably help us to assimilate the visits better. That we (the Agency) have lost out to missiles and computers was made obvious. I hope I don't see another computer for a few months. Also let's take a tip from the military public relation programs (we have none) and the quality of their professional briefers - get the briefing course off the shelf."

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"One can only discuss the course in superlatives. Credit is certainly due [redacted] for their untiring efforts to make this course a unique experience for each student. I would propose that future students be exposed to the Agency computer services prior to taking the field trip. This exposure, be it a three day ADP course or several days of orientation while at the Magazine Building, would better prepare one for the world of the military, which rests heavily upon computerization. Secondly, as a future manager it would give him an opportunity to evaluate this tool for use in his present or future assignments."

"This course was well administered. Schedules were kept (usually), transportation and advance planning for field trips was admirable, and the course flow was in general smooth and coordinated. This student has stressed in Phase II and III critiques that the major problem of the course is the tendency to take the line of least resistance - i. e. the 'orientation' route - rather than stress in every presentation the management function of each job or office. Only by pressing for this approach can a group such as the Midcareerists take back an optimum appreciation of the major problems facing the organization as well as the entire intelligence community. Instead of trying to cover up problems, conflicts, gaps and disputes - these areas must be brought into the open. Despite this criticism, many thanks for a tight, informative and useful course."

"There is really not much I can add to the comments re value and impact contained in my Part II and III critiques. The course was a rewarding and illuminating experience; in terms of knowledge acquired re the goals, programs and activities of the other Directorates and also the opportunity to 'interface' with Midcareerists from the other Directorates and learn from their experiences. I thought there were a few soft spots, inevitable perhaps, which I have noted in the Part II and Part III critiques, but generally speaking the course is well conceived and formated (although I have suggested that it might be more meaningful to have Part I, the managerial grid exercise, after Part II). It must be noted that the course profits from being run by two competent, conscientious officers. In sum, a useful and broadening experience which has served, I believe, to better prepare me for the years ahead personally and institutionally."

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"I feel the course was very useful. It provided an insight into the functions of the Agency about which I was previously unaware and will, I believe, help me greatly in better understanding the functions of my component. I thought the course on the whole was well organized and well managed. Some of the material was very dull - the part about budgeting and programming, etc., and would be better placed somewhere in the beginning while the students receptivity is high. Certainly a significant gain and value was the opportunity to meet and associate with our colleagues in the other components and to learn of their functions. This was very worthwhile. Perhaps less time might be spent on viewing computer machinery. I think it would suffice for the most part to accept the fact via the lectures that computers do indeed play a significant role - a vital one - but the viewing of them adds little to the understanding of the effort. The time might be better spent by spending more time in areas where the visual impact can be better appreciated and exploited. Although the trip did not in any direct way contribute to my job nor indicate how I might do it better, but it did indicate the size and scope of the effort undertaken by another government component and has, I feel, of considerable significance. Without such a broadening opportunity one has the tendency to feel the effort of one's component or the role of the Agency is really the only significant one. Obviously this ain't so. The trip certainly is valuable for this additional perspective it provides on the collection efforts of the other government agencies and how such material and intelligence is ultimately translated into the U.S. defensive effort."

"The MEDC is a superb concept and its execution is absolutely first rate. I regard it as the highlight of my twelve years of service with the Agency. All hands connected with its planning and execution (especially [redacted] are to be highly congratulated."

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"My experience confirmed the very high praise given to the course by previous participants. I understand that in certain directorates this course is a "must" for people of "promise." This, at least in my experience, is not the case in the DDP. Some pressure should be exerted on this Directorate to program its officers for this course in a more meaningful way. . . . A vote of thanks to [redacted] for their extremely successful effort to make this course both meaningful and lots of fun."

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"The Midcareer course is a valuable and rewarding experience although relatively little of the lecture and briefing material is, or probably ever will be, immediately applicable to day-to-day performance. The participant can, improve himself from the course experience just as much (or little) as he chooses but the length, degree of concentration on critical issues, speakers, schedule, etc. seem to be well conceived and designed to be more thought provoking than strictly informative. Personally, the Midcareer Course has been a highlight in my Agency experience. The management of the course, [redacted] did an excellent job in keeping the class together and interested. Their role in the success of any course of this nature is important and both men deserve recognition."

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"The course, as a whole, is appropriate for the mid-career officers. It has in my case been very beneficial and has accomplished its designed intent. I had a few comments regarding course improvements on my other Critiques, but in general I do not see how the course could be much more improved. In this last Phase I began to feel that we had an over supply of computer info, but this is not something that the course leaders can correct. It appeared that we were well received at the three places. I do not see how the travel phase could be improved."

"Excellent course in that it makes you think about other Americans and what should the role of the agency be."

"Since the course has had 17 previous runnings, all of which required extensive critiquing, it is difficult to offer constructive criticism which has not already been proposed. Obviously the course coordinators have seriously evaluated previous critiques. It is the writer's opinion that the course, as a whole, is on target."

"Excellent, highly favorable. It has broadened my insights and horizons, and inspired me to search for office problem solutions in a new way. I better appreciate the Agency's role in National affairs, and am better motivated and able to further its interests and those of the Nation. (Sounds like SOP, but I mean it, however poorly worded). Suggestions for inclusion in future classes: A visit to Naval HQS, Norfolk, for briefing and tour of submarine

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guided missile facilities. This would complement SAC and ICBM threat presentations; and a visit to an Army Nike Missile Installation, would complement NORAD presentations. The Army Guided Missile School, Ft. Bliss, Texas, might have something of value to offer in terms of developments and missile firing demonstrations."

E. DDS Midcareerists

"I considered this course to be an 'eye opener' and essential to middle managers in the Agency. Overall planning and execution were excellent. Only complaint, and this is a minor price to pay, was having to sit through a few dull briefings. These, however, did not detract from the overall high quality of the course. I am pleased to have this opportunity and would unhesitatingly recommend it to my associates."

"An informative and well balanced treatment of the Agency, Intelligence Community, and Air Defense activity. I thoroughly enjoyed all aspects of the entire running. Personally, I would have preferred an expanded Phase III to include additional outside speakers and some treatment of Latin America and Cuba. I think this could be profitably done by compacting Phase II which I feel was overdone. A visit to the [redacted]

[redacted] would be most interesting to the group and would provide a valuable insight into the role of the DDP in [redacted] activity. Whiteman and Ft. Detrich could be dropped without hurting the program. The Goddard Space Center and FBI would be valuable substitutes."

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"My reaction to the course as a whole is very favorable. I feel that it could be shortened to four or five weeks at most, however. The possibility of shifting the Grid portion of the course to about the mid-point ought to be considered since it would provide a change of pace. I feel that we listened for too long a stretch and that a little fatigue settled in because of this. I feel that the possibility of having a group oral (taped or otherwise summarized) should be considered or tried. This would be valuable I believe. I do not feel that taking the Grid before anything else is necessary and this is the reason (or part of it) why I suggested above that it might be shifted to the mid-point."

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"Overall - I do consider the course excellent. The conceptual framework, organization and order of presentation, comprehensive coverage and rank of topics - all were superb. Most criticism is directed at areas where MEDC staff has little control (field trip briefings, DD/P presentations by responsible office chiefs, etc. Suggestions overall - (1) Grid at mid-point in course. Suggest 3 week Phase II at [] followed by Grid. (2) Early in Part II - orientation lecture on computers - then applications considered so often in subsequent coverages would have been even more meaningful - too often I was lost in the jargon. (3) More State involvement - particularly from the diplomatic side. Also reps from Executive Branch to consider intelligence and policy-making (e.g. W. W. Rostow - his successor). (4) Possible to brief military better on our backgrounds and interests. The approaches of the military establishments to us were not consistent."

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"First of all I want to commend the MEDC instructors for a job well done. They did everything possible to ensure a successful running of the program. Throughout the Program and particularly during the field trip constant mention was made of computers and their value. Since this is a new field, I would suggest that the ADP Orientation Course be included in future runnings of the Midcareer Course and that OCS give a tour of their Center - at the beginning of the Program. Whether people like computers is immaterial - the business is here to stay and some background is necessary for all of us. I would suggest that the Grid Course be given during the third week. This would break up the period of 'listening' and the subsequent loss of interest and absorption rate. All in all, I enjoyed the program very much and feel that I am now more aware of the Agency's activities and able to appreciate the contributions made by the various components. My only suggestion would be to encourage more candor. As a final point, I would suggest that a group critique session be used as well as written critiques. I believe this would result in more constructive comments."

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"This course is definitely required. It gave me a chance to see how the other half lives. My current problems are small ones now that I can comprehend the big problems. OTR is to be commended for their excellent planning of the course and a special 'well done' to both of the instructors. If this class were, by some quirk of fate, to become future spokesman and rulers of the Agency - lord help both SAC and NORAD. Again - a job well done by OTR."

"I am all for it and believe that the Course should definitely be continued. It provides the following: An appreciation of what the operating components of the Agency are doing; an updating or reorientation of the Agency's structure, functions and responsibilities; an opportunity to meet individuals of other components in an informal manner; an insight to current defense problems and procedures; an opportunity to gain a general knowledge of the other Government Agencies position, problems and relationship to our Agency; and a wonderful change of pace."

"This course is most rewarding in broadening our outlook not only in the intelligence field but presenting differing viewpoints so that we are less inclined to accept 'pat' answers. The six weeks instruction and participation will make me a better employee and I hope will repay the Agency for their investment so that they will continue this course. OTR should be commended for their providing the facilities and the people to make the course enjoyable and informative. My congratulations to [redacted]
[redacted] for their diligence and patience in presenting the program."

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